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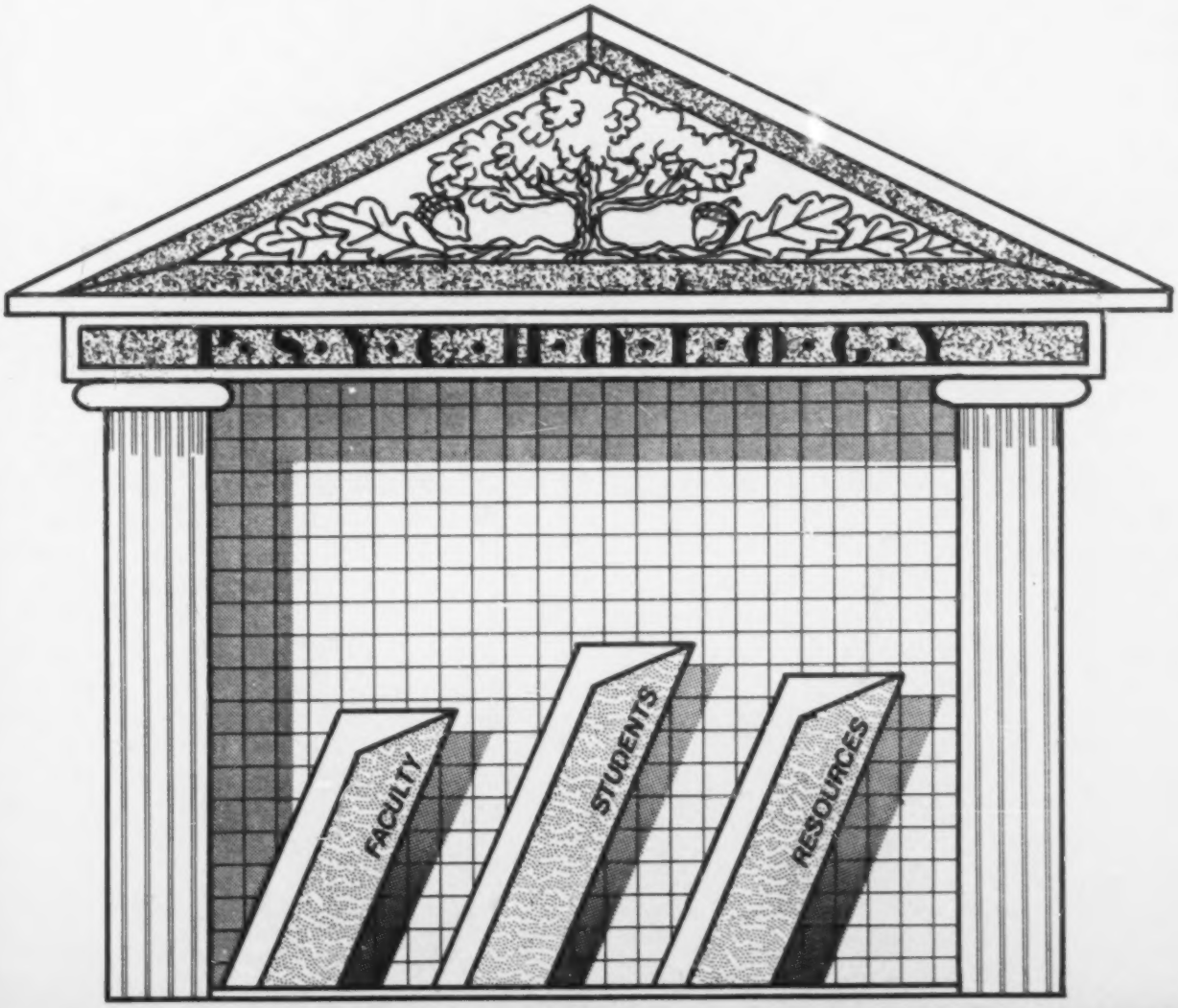
1989-90 Characteristics

of Graduate Departments of Psychology



CHARACTERISTICS OF GRADUATE DEPARTMENTS OF PSYCHOLOGY: 1989-90

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We would like to acknowledge the support of Dr. Raymond Fowler, Chief Executive Officer of APA and Dr. Paul Nelson, Assistant Executive Director of the Education Directorate. Darlene Joyner is recognized for her efforts and attention to detail in preparing this report.

Obviously, without the active participation of the department chairs in completing the questionnaire, this report would not be possible and we thank them for responding to this year's survey.

HIGHLIGHTS

- Just over one fourth of all full-time faculty in graduate departments of psychology were women. This proportion was somewhat higher among private institutions. Six percent were ethnic minorities, with African-Americans comprising the largest single subgroup.

- As was true last year, more than one third of faculty were in a health service provider subfield.

- Just under three fourths of all full-time faculty were tenured and just under half were full professors. Just over one fourth of faculty were associate professors, a little under one fourth were assistant professors and lecturers and instructors comprised 2% of full-time faculty.

- New appointments represented approximately 8% of all U.S. faculty. Twelve percent were appointed to tenured positions while just over 70% were made at the rank of assistant professor. Over three fourths of the new appointments were made by graduate psychology departments. A little more than 40% involved individuals in the health services fields. Just under half were made to women (48%) and 12% went to members of minority groups.

- In 1989-90, women were almost a third less apt than men to be full professors but were somewhat more likely to be found at the associate level and were more than twice as likely to be assistant professors in comparison with men.

- Fifty-four percent of women faculty were tenured while 81% of men were found in this category. From a different perspective, women represent 19% of tenured faculty, 44% of those on the tenure track and 53% of nontenure-track faculty.

- The representation of ethnic minorities on full-time faculties continued to show little improvement. Minority group members comprised 6% of all full-time faculty in U.S. graduate departments of psychology in 1989-90. They represented 2% of full professors, 6% of associate professors, 8% of assistant professors and 13% of the faculty at the level of lecturer/instructor.

- A little over 60% of all full-time doctoral students received some support in 1989-90, compared to 29% of full-time master's students. The picture is rather bleak for part-time students, with 10% of part-time doctoral students and 6% of part-time master's students receiving support.

- Over half the full-time doctoral students (56%) and around two thirds of full-time master's students were enrolled in health service provider subfields in 1989-90. Data indicated that the proportion of students enrolled in health service provider subfields was higher in departments in private settings than it was in departments in public institutions.

- At least 18% of all full-time and 36% of all part-time doctoral students were located in professional schools of psychology in 1989-90.

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BACKGROUND

For twelve years, the American Psychological Association in collaboration with the Council of Graduate Departments of Psychology have surveyed the graduate departments of psychology in the U.S. and Canada.

Originally, the surveys were intended to provide up-to-date information on graduate education in psychology that would be useful in providing an overall picture of graduate study in the discipline and in detecting changes over time (e.g., changes in applications, admissions, subfield enrollments, demographics, and faculty salaries).

The surveys also have allowed a more detailed look at the various components of the graduate education and training system in psychology . . . this is not often possible using data from other national surveys which also include other disciplines (National Science Foundation, 1991).

Finally, data are used in formulating policies that affect psychology students, faculty, and programs.

The 1989-90 Survey of Graduate Departments of Psychology (i.e., the Departmental Survey) addressed one major special topic, the nature and extent of graduate training in psychopharmacology, basic science, and substance abuse. The results of this section of the survey were released in 1990, in a separate report, copies of which may be obtained from the Office of Demographic, Employment, and Educational Research, American Psychological Association (APA).

The present report includes results of analyses performed on the remaining sections of the 1989-90 Departmental Survey.

Survey Procedures

In April 1990, copies of the departmental survey were mailed to all U.S. and Canadian graduate departments listed in the 1989 edition of Graduate Study in Psychology and Associated Fields (APA, 1989), plus full and affiliate members of the National Council of Schools of Professional Psychology. Two follow-up mailings occurred in May and June, 1990.

Response Rates

Of the 625 departments surveyed, 455 responded, yielding a 73% response rate. More detailed information on the responses for various subgroups of departments are available in Table B-1 in Appendix B. Almost three fourths of all U.S. graduate departments responded to the survey, while just over two thirds of Canadian departments responded (67%). Seventy-seven percent of doctoral departments responded compared to 67% of master's departments. These responses represent improvements over last year's survey.

Generally, response rates were highest for U.S. doctoral and master's psychology departments in comparison with those obtained from other department types (e.g., counseling psychology and educational psychology).

Notes and Caveats

In reading this report, four important considerations must be kept in mind. These concern: (1) the population surveyed, i.e., "graduate departments of psychology" and its composition; (2) the use of specific terms to describe various characteristics or subgroups; (3) the representativeness of the results; and (4) the practice of reporting respondent data rather than population estimates.

The population of interest. Graduate education and training in psychology occurs in a wide range of traditional and nontraditional academic settings. The population of interest in this survey included all academic units listed in Graduate Study in Psychology and Associated Fields as offering a graduate degree in psychology or in a closely related field (e.g., human development or research and evaluation). This meant that a diverse group of administrative units was represented among the survey recipients, including departments of psychology in universities, divisions or programs within traditional departmental structures, and free-standing schools of professional psychology.

In psychology, there may be multiple units operating graduate programs at the same academic institution. For example, one university may have graduate psychology programs in three different settings -- a department of professional psychology, a department of psychology and a department of educational psychology in the school of education. Each of these units was included in the list of survey recipients.

Academic units with graduate programs in psychology also may have different names, ones that are not necessarily synonymous with program areas. For example, a degree program in counseling psychology may be found in a department of psychology, a department of educational psychology, or a department of counseling psychology and higher education. Most departments (two thirds of those surveyed) award degrees in several areas of psychology. However, the remaining third either have programs only in a few subfields of psychology (e.g., a department of educational psychology with programs in school and educational psychology) or have programs in a field closely related to psychology (e.g., human development, social ecology, or health behavioral research).

Given this population, some caution should be exercised in comparing the results of the Departmental Survey with other major national surveys that report data on psychology faculty and graduate students (e.g., National Science Foundation, 1990; Syverson and Robinson, 1987). The major reason centers around how "psychology" is defined by the various surveys. For example, the Council of Graduate Schools survey classifies "educational psychology" and "school psychology" under the major field "education" rather

than "psychology". These differences in classification schemes may lead to varying results across the individual surveys.

Terms used in the report. For ease of reading, the term "graduate department of psychology" is often used throughout this report in referring to the different types of administrative structures and programs previously described. Similarly, the term "department chair" encompasses department chairs, department heads, deans of professional schools, and so forth. When comparisons are made among various types of departments (e.g., "psychology departments" vs. "educational psychology departments"), the assignment of a department to a particular category of "departmental type" is based on its formal name.

Selected analyses in this report present comparisons for two major subfield groupings in psychology. The first comprises clinical, counseling, and school psychology plus other subfields that train students for licensure to provide health/mental health services. We have designated these as the "practice" or "health service provider" subfields, given their common practice component. Incorporated in the second major area are those subfields whose primary career orientation has focused on teaching, research, and other non-practice related activities, (e.g., developmental, educational, experimental, industrial/organizational, and social psychology). These have been designated as "non-practice" or "non-health service provider" subfields.

We recognize that these labels are not fully descriptive and that there is often considerable overlap across these two clusters. For example, many programs in the "health service provider" subfields also train their students for teaching and research careers, and for some, research training may be the primary emphasis. Nevertheless, in looking at the characteristics of faculty and students and determining shifts over time, this categorization scheme is useful, primarily because these two areas are often affected by different factors (e.g., federal predoctoral training support policies, pressures exerted by outside groups such as state licensing boards, and the marketability of graduates).

Representativeness of the results. Always consult the appropriate response rate when reading the results. As was mentioned earlier, almost three fourths of the departments surveyed responded. This did vary somewhat by type of department such that the results are likely to be more representative of doctoral psychology departments than of other types of departments or those departments at the master's level. The results may be influenced in some way by nonresponse bias.

A comparison of respondents with nonrespondents revealed some differences. Sixty-six percent of the doctoral respondents were in public institutions versus 58% of the nonrespondents. Nonrespondents were somewhat more likely to be in private institutions than were respondents (42% vs. 34%) among doctoral-level departments. The differences were less among master's-level departments. Respondent and nonrespondent departments

differed slightly by geographic region. As was true last year, a higher proportion of nonresponding departments were located in the Mid Atlantic region (24% of the nonresponding departments vs. 16% of the responding departments at the doctoral level and 21% of the master's-level nonresponding departments vs. 17% of the responding departments). At the doctoral level, a higher proportion of responding departments than nonresponding departments were in the South Atlantic region (17% vs. 10%). We found that, at the master's level, higher proportions of nonrespondents than respondents were located in the South Atlantic (19% vs. 14%) and in the South Central regions (15% vs. 9%).

It does appear as though the results are representative of those units responsible for the bulk of psychology graduate training in the United States, particularly at the doctoral level. Almost two thirds of the departments in the survey "population" are psychology departments (still the chief source of U.S. doctoral recipients in psychology and graduate faculty) and 84% of these responded at the doctoral level. However, at the master's level only 71% of the psychology departments responded, indicating that nonresponse bias may be more of an issue at this level.

The 430 departments responding to the survey and providing enrollment data reported 20,886 full-time doctoral students, 2,741 part-time doctoral students, 11,613 full-time master's students and 8,228 part-time master's students--a total of 43,468 graduate students. Based on enrollments reported in Graduate Study in Psychology and Associated Fields 1989 (APA, 1989), these figures represent approximately 97% of all full-time doctoral students, 44% of all part-time doctoral students. The numbers reported by departments on the departmental survey forms with respect to master's students did not agree with those reported to Graduate Study in Psychology and Associated Fields. Departmental survey figures indicate that some underreporting may be occurring in the Graduate Study survey. However, the sizes of the full-time and part-time master's enrollments are generally similar and in the expected directions. Proportionately, part-time students are more numerous at the master's than at the doctoral level.

Four hundred and twenty seven departments responded to the survey and provided data on the characteristics of their faculty. The U.S. departments reported a total of 7,260 full-time faculty and 471 part-time faculty while Canadian graduate departments of psychology (N=20) reported 655 full-time faculty and 33 part-time faculty. Based on past surveys and the numbers of faculty reported in the past in Graduate Study in Psychology and Associated Fields, (APA, 1988), these numbers appear to be best representative of the full-time faculty in U.S. doctoral departments of psychology. Since the focus of the faculty salary section of the departmental survey is on full-time faculty and because underreporting of part-time faculty tends to be severe, analyses and tables in the text are based only on full-time faculty.

Reporting of respondent data. No attempt has been made in this report to extrapolate the results to nonrespondents. The numbers presented here are based solely on departments that responded to the survey and are not estimates of the population. In general, the tables report the percentage of departments providing information on a specific question. Other tables may present the numbers for faculty or students aggregated across responding departments. In neither case should the numbers be considered to be estimates of the population; however, the percentages for various characteristics can be viewed as reasonably precise, particularly for doctoral departments.

Structure of the Report

Tables in this report present analyses contrasting U.S. and Canadian departments, and within the U.S. departments, focus on comparisons of departments by highest degree granted (doctoral vs. master's) and type of institution (public vs. private). Information on Canadian departments by degree level is rarely discussed because 17 of the 22 responding departments (78%) were doctoral departments. Comparisons among all different types of departments (e.g., psychology, counseling, educational psychology) typically are not made due to the small number of respondents in some categories, and because other factors (highest degree offered and type of institution) often exert greater influence on student and faculty characteristics.

FACULTY CHARACTERISTICS

Graduate departments of psychology primarily are staffed by full-time faculty. In 1989-90, about 93% of faculty in U.S. and 95% of faculty in Canadian doctoral departments were full-time, while 95% of the faculty in U.S. master's departments and 96% of faculty in Canadian master's departments were full-time. Essentially, the proportion of part-time faculty in master's departments was not significantly different from that at the doctoral level. Part-time faculty were more numerous among psychology departments, proportionately however, their representation was greater in professional schools and departments of school psychology than in psychology departments.

Demographic Characteristics of Full-time Faculty

Faculty in U.S. graduate departments of psychology. Table 1 indicates that, in 1989-90, just over one fourth of all full-time faculty in U.S. graduate departments of psychology were women. This proportion is somewhat higher in departments in private institutions at both the master's and doctoral levels. Psychology continues to have a higher representation of women among its graduate faculty than other science and engineering fields.

Approximately 6% were minorities, with African-Americans comprising the single largest ethnic minority group. American Indians remain under 1% of full-time faculty across all levels and types of departments and institutions.

Just over one fifth of all faculty were in clinical psychology alone and over a third of faculty were in health service provider subfields. This concentration in the health service provider subfields was not surprising given that the majority of enrollments were found in these fields. Clinical faculty were most numerous in departments in private institutions at the master's and doctoral levels.

Other subfields with smaller but sizeable proportions of faculty were developmental, experimental, and social psychology.

Not surprisingly, the vast majority of faculty held a doctorate degree and around three fourths of these individuals earned their doctorates after 1964 (i.e., in the last 25 years). Only 12% of faculty in master's level departments earned a degree before 1964 compared to 23% of faculty in doctoral departments.

Faculty in Canadian departments of psychology. Table 1 also includes data on Canadian departments. Just under one fourth of full-time faculty were women, about 3% were ethnic minorities, particularly Asian Pacific Islanders.

As was the case for U.S. faculty, the single largest percentage of Canadian faculty were in clinical psychology while the next most frequently reported subfields were developmental, social, experimental, and cognitive psychology. Ninety-six percent of Canadian faculty had a doctorate degree and 81% earned their degree after 1964.

Employment Characteristics of Full-time Faculty

Faculty in U.S. graduate departments of psychology. Table 2 contains data on the rank and tenure status of full-time faculty. The majority of faculty in U.S. graduate departments were tenured (74%). This was particularly true for those in public settings.

Just under half (49%) of all full-time faculty in U.S. graduate departments were full professors in 1989-90. Almost half of these faculty have held this rank for 12 or more years. Faculty in doctoral departments were somewhat more apt than faculty in master's departments to be full professors. Further, faculty in departments in public institutions were more likely than those in private settings to hold this rank.

A little over a quarter of full-time faculty were found at the associate professor level, with the largest percent holding this rank for

Table 1

Demographic Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1989-90

Characteristic	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public (N=196) %	Private (N=91) %	All (N=287) %	Public (N=101) %	Private (N=39) %	All (N=140) %	(N=427) %	(N=20) %
Total faculty	4,276	1,303	5,579	1,385	296	1,681	7,260	655
Sex:								
Men	75	71	74	73	69	72	74	78
Women	25	29	25	27	31	27	26	22
Not specified	<1	<1	<1	1	0	1	<1	0
Race:								
White	94	91	93	92	96	93	93	91
Black	3	4	3	3	2	3	3	0
Hispanic	1	1	1	1	1	1	1	0
Asian	1	2	2	2	1	2	2	2
American Indian	<1	<1	<1	<1	0	<1	<1	0
Not specified	<1	2	1	<1	0	<1	1	6
Subfield:								
Health service provider								
Clinical	20	30	22	20	25	20	22	17
Community	1	1	1	1	<1	1	1	2
Counseling	8	6	8	9	9	9	8	2
School	4	2	3	6	2	5	4	1
Other provider subfields	1	<1	1	1	<1	1	1	1
Research and other specialties								
Cognitive	6	8	7	4	4	4	6	9
Comparative	1	<1	1	1	1	1	1	2
Developmental	10	10	10	9	9	9	10	12
Educational	5	2	4	6	3	6	4	3
Engineering	<1	<1	<1	<1	<1	<1	<1	0
Experimental	11	7	10	13	15	13	11	10
General	<1	1	1	3	<1	3	1	<1
Health	<1	1	1	<1	0	<1	<1	<1
Industrial/Organizational	4	4	4	5	4	5	4	2
Neuroscience	2	1	2	1	1	1	2	4
Personality	2	3	2	2	3	2	2	3
Physiological	3	5	4	4	5	4	4	5
Psycholinguistics	<1	1	1	<1	0	<1	<1	1
Psychometrics	1	1	1	1	<1	1	1	1

(Continued)

Table 1 (Continued)

Demographic Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1989-90

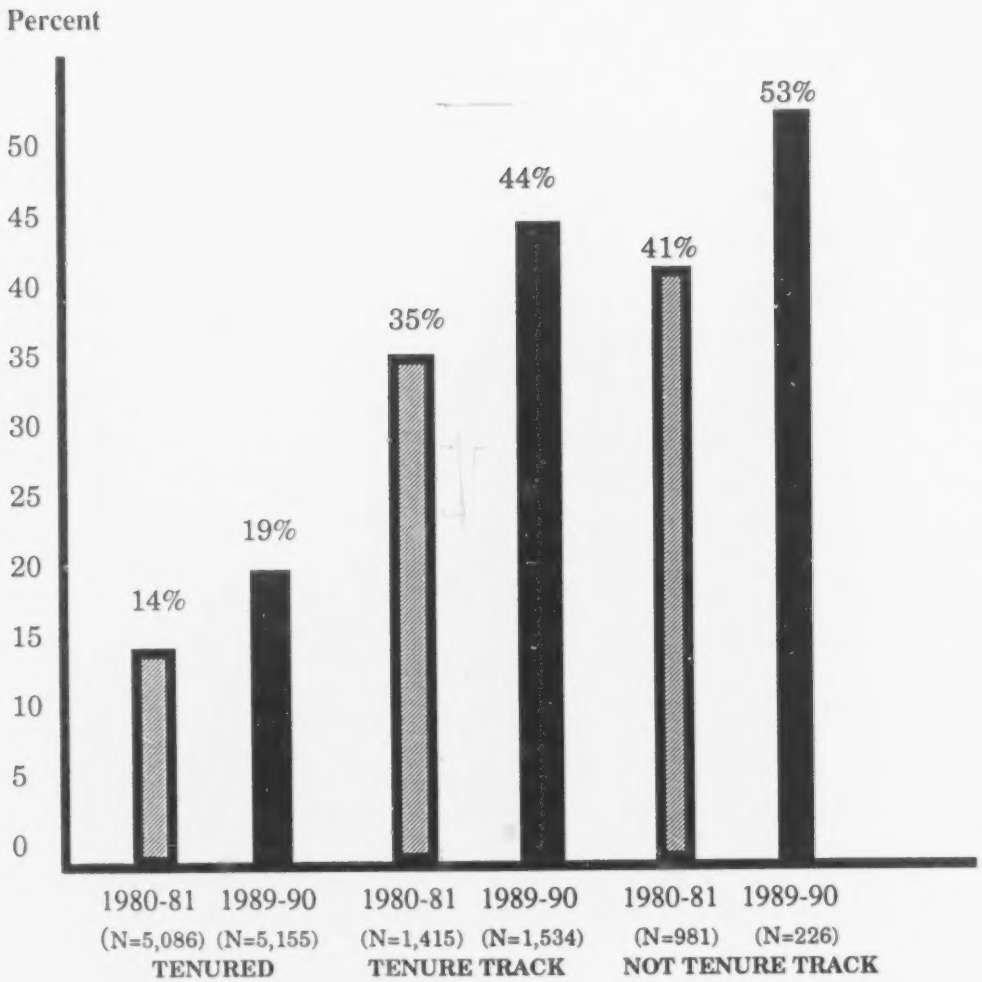
Characteristic	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public (N=196) %	Private (N=91) %	All (N=287) %	Public (N=101) %	Private (N=39) %	All (N=140) %	(N=427) %	(N=20) %
Total faculty	4,276	1,303	5,579	1,385	296	1,681	7,260	655
Subfield (continued):								
Psychopharmacology	<1	<1	<1	<1	1	<1	<1	2
Quantitative	2	1	2	2	<1	2	2	2
Research Methodology	1	1	1	1	1	1	1	2
Social	10	11	10	8	12	9	10	12
Systems and history	<1	<1	<1	<1	0	<1	<1	<1
Other biological fields	3	2	3	1	1	1	2	5
Other in psychology	1	<1	1	1	<1	1	1	2
Not in psychology	1	1	1	1	1	1	1	0
Not specified	1	1	1	1	1	1	1	<1
Highest degree:								
Doctorate	99	99	99	96	97	96	98	96
Masters/other degree	1	1	1	4	3	4	2	4
Not specified	<1	<1	<1	<1	0	<1	<1	<1
Year of doctorate (for doctoral-level faculty only):								
1954 or before	4	6	4	1	2	1	4	2
1955 - 1959	7	6	7	2	5	3	6	4
1960 - 1964	12	10	12	8	6	8	11	11
1965 - 1969	18	14	17	20	13	18	17	22
1970 - 1972	12	9	11	15	15	15	12	13
1973 - 1975	9	10	9	11	12	11	10	13
1976 - 1978	8	10	9	8	9	9	9	9
1979 - 1981	8	9	8	6	9	7	8	9
1982 - 1983	5	7	5	5	4	4	5	5
1984 - 1985	6	6	6	5	4	5	6	4
1986 - 1987	5	5	5	6	6	6	5	4
After 1987	4	3	4	5	6	5	4	2
Not specified	3	4	3	8	10	8	4	2

Source: Faculty characteristics and salaries portion of 1989-90 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not total to 100% due to rounding.

FIGURE I

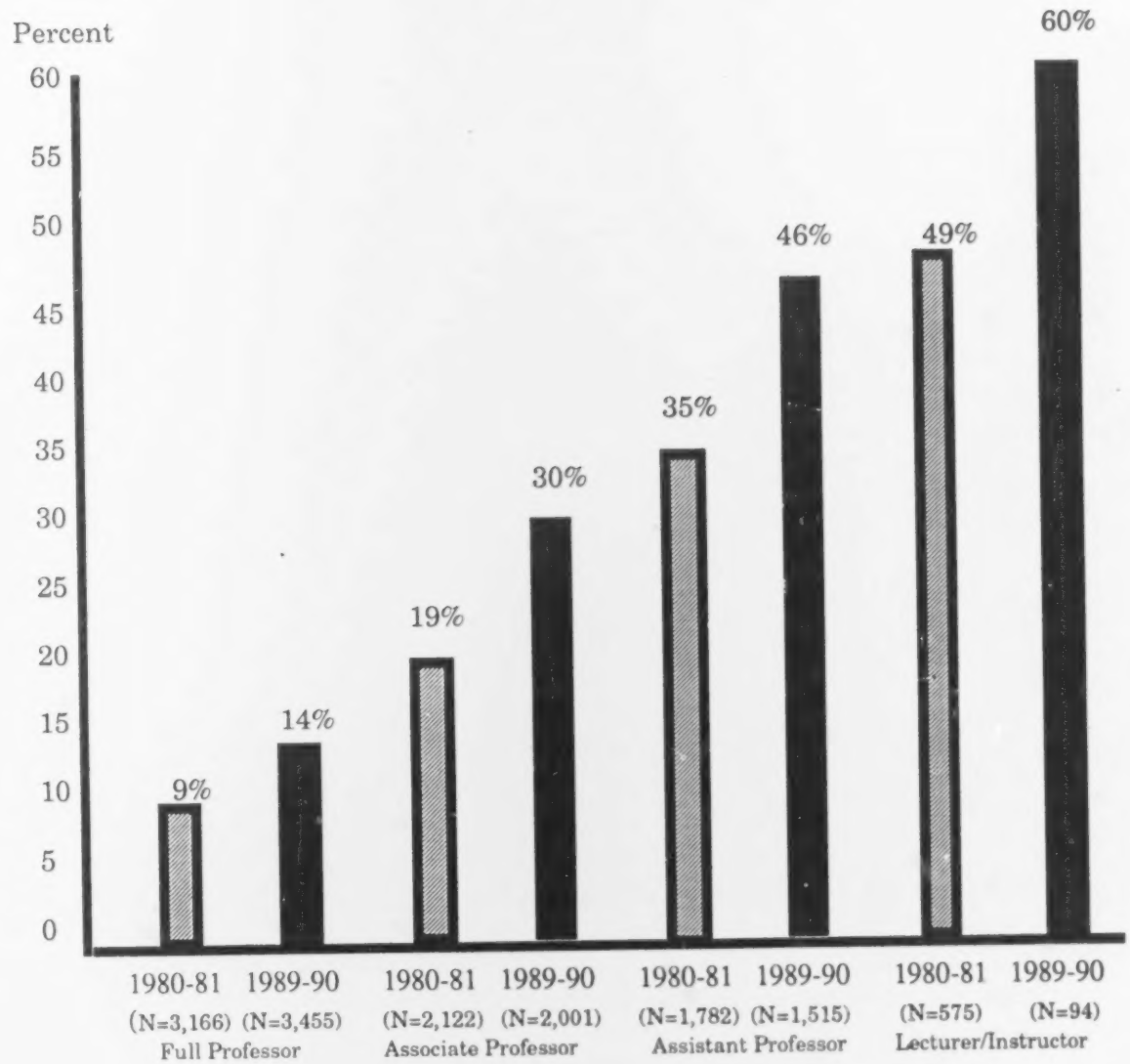
Percentage of Full-Time Faculty in U.S. Graduate Departments of Psychology Who Were Women by Tenure Status: 1980-81 and 1989-90.



Source: 1980-81 and 1989-90 Surveys of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology. The Ns reported refer to the total number of full-time faculty in each category.

FIGURE II

Percentage of Full-Time Faculty in U.S. Graduate Departments of Psychology Who Were Women by Rank: 1980-81 and 1989-90.



Source: 1980-81 and 1989-90 Surveys of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology. The Ns reported refer to the total number of full-time faculty in each category.

six or more years. Just under a quarter of full-time faculty were assistant professors, while lecturers/instructors comprised 2% or less of full-time faculty.

Faculty in Canadian departments of psychology. Table 2 also indicates that well over three fourths of Canadian faculty had achieved tenure (85%). A very small proportion were not on the tenure track (3%). Unlike U.S. departments, there were almost equal proportions at the ranks of full and associate professor, with smaller proportions at the rank of assistant professor.

Characteristics of New Appointments

In general, new appointments represented under 10% of faculty across all departments. Master's departments in public settings had the highest proportion of new appointments. New appointments were lower for Canadian than for U.S. graduate departments (4% vs. 8%). Women accounted for 48% of new appointments while members of minority groups comprised 12% of new appointments to graduate departments of psychology.

New appointments in U.S. graduate departments of psychology. Almost 70% of all new full-time hires in U.S. graduate departments of psychology were tenure track, while 13% involved faculty slots not on the tenure track. As was true last year, 12% were appointed to tenured positions, most of which were located in doctoral departments. Just over 70% of the new appointments were made at the rank of assistant professor, while 14% were appointed as associate professors and 12% as full professors.

Over three fourths of new doctoral-level appointments to both tenured and tenure-track positions were made by graduate psychology departments. These departments also were responsible for three fourths of all new hires at the doctoral level to nontenure-track positions.

Just over 40% of the new appointments involved faculty in the health service provider specialties. Additionally, almost 12% claimed developmental psychology as a specialty area, 9% were experimental psychologists, 8% each were in social and cognitive psychology and almost 6% were industrial/organizational psychologists.

New appointments in Canadian graduate departments of psychology. Over half (58%) of the new full-time faculty appointments involved tenure-track positions, while less than a fifth were made to tenured positions and nontenure-track positions respectively. As was true in 1988-89, the majority (73%) of new appointments in 1989-90 were made at the assistant professor level. Just under one fifth (19%) of new appointments involved faculty in the health service provider subfields. Another fifth went to developmental psychologists, while physiological and social psychology each got 12%. Forty-two percent of the new appointments went to women, while none indicated that he or she was a member of a racial/ethnic minority group.

Table 2

Employment Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1989-90

Characteristic	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public (N=196) %	Private (N=91) %	All (N=287) %	Public (N=101) %	Private (N=39) %	All (N=140) %	(N=427) %	(N=20) %
Total faculty	4,276	1,303	5,579	1,385	296	1,681	7,260	655
Academic rank and years in rank:								
Full professor								
12 or more years	26	23	25	18	15	17	23	19
6 - 11 years	13	10	13	16	9	15	13	13
3 - 5 years	6	6	6	6	6	6	6	5
Less than 3 years	6	6	6	6	4	6	6	6
All years	52	45	50	46	34	44	49	44
Associate professor								
6 or more years	14	14	14	15	17	15	14	24
3 - 5 years	6	7	6	6	6	6	6	7
Less than 3 years	7	8	7	7	10	7	7	9
All years	27	29	28	28	33	29	28	40
Assistant professor								
3 or more years	8	9	9	9	15	10	9	5
Less than 3 years	11	13	12	15	16	15	12	9
All years	20	22	20	23	30	25	21	14
Lecturer/Instructor								
3 or more years	<1	<1	<1	1	1	1	1	<1
Less than 3 years	1	1	1	1	1	1	1	1
All years	1	1	1	2	2	2	1	1
Not specified	<1	2	1	1	<1	1	1	<1
Tenure status:								
Tenured	76	70	74	73	68	72	74	85
On tenure track	21	26	22	21	22	21	22	11
Not on tenure track	3	4	3	5	7	5	3	3
Not specified	1	1	1	1	2	1	1	1
New appointment for 1989-90	7	8	7	10	8	9	8	4

Source: Faculty characteristics and salaries portion of 1989-90 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not total to 100% due to rounding.

Sex and Race/Ethnicity of Full-time Faculty

Faculty in U.S. graduate departments of psychology. Table 3 contains data on the sex and race/ethnicity of full-time faculty in U.S. departments of psychology. Just over 26% of faculty were women. As was true last year, 3% of faculty were African-Americans, 1% were Hispanic, 2% were Asians and less than 1% were Native Americans. Continuing trends noted last year, ethnic minorities were more highly represented among women faculty than among male faculty (10% vs. 5%).

Tables 4 and 5 present data on the distributions of full-time faculty by sex and race/ethnicity for those in the health service provider subfields compared to those who do not have a strong health/mental health services component (e.g., social and experimental psychology). Although there were no substantive differences between the two types as to representation, the percentages indicate that women and minorities tended to be slightly better represented in programs with a health service provider emphasis. As was true last year, there were differences in the representation of ethnic/racial groups between the two types of departments. Just over half the African-American faculty were located in health service provider subfields compared to one third of the full-time white faculty, approximately 48% of Hispanic faculty, 47% of Native American faculty, and 26% of Asian faculty.

Further, gender distributions vary within minority groups, such that in relation to total faculty in their specific minority group, minority women are somewhat better represented in relation to minority men than are white women in relation to white men.

With one exception, women represented well under half the full-time faculty in graduate departments of psychology across all racial/ethnic groups. This exception was African-American women faculty, who comprised 52% and 50% of African-American faculty in health service provider subfields and non-health service provider subfields, respectively.

Tenure Status and Professorial Rank of Full-time Faculty by Sex

U.S. graduate departments of psychology. In 1989-90, just over half of all full-time women faculty (54%) were tenured, 37% were on the tenure track and 7% were not on the tenure track (see Table 7). The majority of full-time men faculty (81%) were tenured.

Women were 32% less likely than men to be at the rank of full professor, and were only somewhat more apt to be at the associate professor level than were men. Conversely, women were more than twice as likely to be

Table 3

Sex and Race/Ethnicity of Full-time Faculty in U.S. Graduate Departments of Psychology: 1989-90

Sex	Race/Ethnicity[a] White (N=6,778) %	Black (N=219) %	Hispanic (N=84) %	Asian (N=122) %	Native American (N=17) %	Not Specified (N=37) %	Total (N=7,257) %
Men (N=5,355):							
Row %	95	2	1	2	<1	1	100
Column %	75	48	65	69	59	73	74
Women (N=1,881):							
Row %	90	6	2	2	<1	<1	100
Column %	25	52	35	31	35	24	26
Not specified (N=21):							
Row %	86	5	0	0	5	5	100
Column %	<1	<1	0	0	6	3	<1
Total (N=7,257):							
Row %	93	3	1	2	<1	<1	100
Column %	100	100	100	100	100	100	100

Source: Faculty characteristics and salaries portion of 1989-90 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 427 departments that responded to the survey and that reported data on the characteristics of their full-time faculty. Included are 51 faculty whose subfields were not reported. Row and column percentages may not add to 100% due to rounding.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 4

Sex and Race/Ethnicity of Full-time Faculty in Health Service Provider Subfields in U.S. Graduate Departments of Psychology: 1989-90

Sex	Race/Ethnicity[a]						
	White (N=2,339) %	Black (N=116) %	Hispanic (N=40) %	Asian (N=32) %	Native American (N=8) %	Not Specified (N=8) %	Total (N=2,543) %
Men (N=1,832):							
Row %	94	3	1	1	<1	<1	100
Column %	74	47	60	69	63	75	72
Women (N=707):							
Row %	87	8	2	1	<1	<1	100
Column %	26	52	40	31	38	25	28
Not specified (N=4):							
Row %	75	25	0	0	0	0	100
Column %	<1	1	0	0	0	0	<1
Total (N=2,543):							
Row %	92	5	2	1	<1	<1	100
Column %	100	100	100	100	100	100	100

Source: Faculty characteristics and salaries portion of 1989-90 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 379 departments that responded to the survey and that reported data on the characteristics of their full-time faculty. Health service provider subfields include clinical, counseling, and school psychology, along with other subfields such as medical, pastoral, and rehabilitation psychology.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 5

Sex and Race/Ethnicity of Full-time Faculty in Non Health Service Provider Subfields in U.S. Graduate Departments of Psychology: 1989-90

Sex	Race/Ethnicity[a]						
	White (N=4,398) %	Black (N=98) %	Hispanic (N=44) %	Asian (N=89) %	Native American (N=9) %	Not Specified (N=25) %	Total (N=4,663) %
Men (N=3,492):							
Row %	95	1	1	2	<1	1	100
Column %	76	50	70	69	56	80	75
Women (N=1,156):							
Row %	92	4	1	2	<1	<1	100
Column %	24	50	30	31	33	20	25
Not specified (N=15):							
Row %	93	0	0	0	7	0	100
Column %	0	0	0	0	11	0	<1
Total (N=4,663):							
Row %	94	2	<1	2	<1	<1	100
Column %	100	100	100	100	100	100	100

Source: Faculty characteristics and salaries portion of 1989-90 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 384 departments that responded to the survey and that reported data on the characteristics of their full-time faculty. Included are faculty in such subfields as developmental, educational, experimental, industrial/organizational, and social psychology, along with such subfields as biopsychology, neuroscience, and psychometrics.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 6

Sex and Race/ethnicity of Faculty in U.S. Graduate Departments of Psychology by Academic Year: 1981-82 through 1989-90

	1981-82 (N=351) %	1982-83 (N=364) %	1983-84 (N=348) %	1984-85 (N=378) %	1985-86 (N=331) %	1986-87 (N=378) %	1987-88 (N=395) %	1988-89 (N=434) %	1989-90 (N=427) %
Total faculty	7,228	7,708	7,332	6,248	5,832	6,179	6,629	7,092	7,260
Sex:									
Men	78	77	76	77	77	77	75	75	74
Women	21	21	23	22	22	22	24	25	26
Not specified	<1	2	1	1	1	<1	1	<1	<1
Race:									
White	95	93	94	92	93	94	94	94	93
Black	3	3	3	3	2	2	3	3	3
Hispanic	1	1	1	1	1	1	1	1	1
Asian	1	1	1	1	1	1	1	1	2
American Indian	<1	<1	<1	<1	<1	<1	<1	<1	<1
Not specified	1	2	1	2	2	<1	1	<1	1

Source: Surveys of Graduate Departments of Psychology, 1981-82 through 1989-90, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Prior to 1984-85, demographics were not collected separately by faculty employment status. Figures for 1981-82, 1982-83, and 1983-84 include both full- and part-time faculty. Thereafter only full-time faculty are reported. Percentages are column percentages, and may not total to 100% due to rounding.

Table 7

Employment Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology by Sex: 1989-90

Characteristic	U.S. Departments				All U.S. Departments (N=426)		All Canadian Departments (N=20)	
	Doctoral (N=287)		Master's (N=139)					
	Men	Women	Men	Women	Men	Women	Men	Women
	%	%	%	%	%	%	%	%
Total faculty	4,145	1,422	1,211	461	5,356	1,883	510	145
Rank and years in rank								
Full professor								
12 or more years	32	7	22	5	29	6	23	8
6 - 11 years	15	7	16	9	15	7	15	8
3 - 5 years	6	6	7	5	6	6	6	4
Less than 3 years	6	7	7	4	6	6	7	4
All years	58	26	52	22	57	25	50	23
Associate professor								
6 or more years	15	13	17	12	15	12	25	19
3 - 5 years	5	10	5	8	5	9	6	12
Less than 3 years	6	11	6	10	6	11	8	12
All years	26	33	28	31	26	32	39	43
Assistant professor								
3 or more years	6	15	8	15	7	15	4	9
Less than 3 years	8	22	10	27	9	23	5	19
All years	15	37	18	41	15	38	10	28
Lecturer/Instructor								
3 or more years	<1	1	<1	2	<1	1	<1	1
Less than 3 years	1	1	1	4	1	2	0	3
All years	1	2	1	6	1	3	0	5
Not specified	1	2	1	<1	1	1	1	0
Tenure status								
Tenured	81	55	80	53	81	54	90	68
On tenure track	17	39	16	34	17	37	8	21
Not on tenure track	2	6	3	11	2	7	1	10
Not specified	1	1	1	2	1	1	1	1
New appointment for 1989-90	5	13	7	16	6	14	3	9

Source: Faculty characteristics and salaries portion of 1989-90 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not total to 100% due to rounding. Not included are 22 faculty members in U.S. departments whose sex was not reported.

assistant professors than were men. Within the ranks of full and associate professors, we found that men were more apt to have held these ranks for longer periods of time than were women (e.g., over 29% of men faculty have been full professors for 12 years or more compared to 6% of women faculty).

Looked at another way, women comprised 14% of full professors, 30% of associate professors, 46% of assistant professors, and 60% of lecturers/instructors.

These percentages indicate that the underrepresentation of women in terms of tenured full-time faculty continues. However, the representation of women in tenure-track positions in U.S. graduate departments of psychology has increased . . . up from 35% in 1980-81 to 44% in 1989-90. Percentages of assistant and associate professors who were women also have grown. As the pool from which departments recruit and hire becomes more "feminized", the representation of women on graduate faculties will continue to improve. In 1989, women earned 56% of the Ph.D.s awarded in psychology. Although not quite that high, almost half of the new full-time faculty appointed in 1989-90 by U.S. graduate departments of psychology were women.

By rank, 53% of the new appointments at the assistant professor level, 34% at the associate professor level and 30% of the full professorships were made to women in 1989-90. These proportions were all higher than the proportions of current full-time faculty who were women (26%).

Canadian graduate departments of psychology. As was true for women faculty in the U.S., full-time Canadian women faculty were less likely than men to be tenured (68% vs. 90%, respectively) and to hold full professorships (23% vs. 50%, respectively). Continuing a trend, data suggest that the representation of women in Canadian psychology faculty is improving. Although not as high as last year, 42% of new appointments to full-time positions in Canadian graduate departments of psychology were made to women.

Tenure Status and Professorial Rank of Full-time Faculty by Race/Ethnicity

Ethnic minority representation on faculties of graduate departments of psychology has shown little improvement in the last ten years. Tables 1 and 8 indicate that around 6% of faculty in U.S. and 3% of faculty in Canadian graduate departments of psychology were members of racial/ethnic minority groups.

U.S. graduate departments of psychology. Findings in Table 8 indicate that ethnic minorities were less apt to be tenured but more likely to be on the tenure track than white faculty. Minority group members were 25% less likely to be full professors than were whites. Further, minority faculty were only slightly more likely to be associate professors but were twice as likely to be assistant professors in relation to white faculty.

Table 8

Tenure Status and Rank of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology by Race/Ethnicity: 1989-90

Characteristic	U.S. Departments: Doctoral (N=286)		U.S. Departments: Master's (N=140)		All U.S. Departments (N=426)		All Canadian Departments (N=19)	
	White %	Minorities %	White %	Minorities %	White %	Minorities %	White %	Minorities %
Total faculty:	5,215	331	1,564	111	6,779	442	594	20
Rank and years in rank								
Full professor								
12 or more years	26	8	18	14	24	10	20	25
6 - 11 years	13	6	15	6	14	6	13	20
3 - 5 years	6	3	6	4	6	3	6	5
Less than 3 years	6	5	6	5	6	5	5	5
All years	52	23	45	30	50	25	44	55
Associate professor								
6 or more years	14	11	16	14	15	12	25	20
3 - 5 years	6	9	6	5	6	8	8	<1
Less than 3 years	7	12	7	5	7	11	8	10
All years	27	32	29	25	28	31	41	30
Assistant professor								
3 or more years	8	14	10	14	9	14	5	0
Less than 3 years	11	27	14	24	12	26	8	15
All years	19	41	24	38	20	40	13	15
Lecturer/Instructor								
3 or more years	<1	1	1	2	<1	1	1	0
Less than 3 years	1	1	1	5	1	2	1	0
All years	1	2	2	6	1	3	1	0
Not specified	1	2	1	1	1	2	1	0
Tenure status								
Tenured	76	49	74	57	75	51	85	85
On tenure track	21	47	21	31	21	42	10	10
Not on tenure track	3	3	5	10	3	5	3	5
Not specified	1	2	1	3	1	2	2	0
New appointment for 1989-90	7	16	9	15	7	16	5	0

Source: Faculty characteristics and salaries portion of 1989-90 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology

Note. Percentages are column percentages and may not total to 100% due to rounding. Not included are 87 faculty members in U.S. departments whose race/ethnicity was not reported.

The following rank and tenure distributions were obtained for each specific ethnic minority group. The largest percentages of full-time African-American faculty were assistant (47%) or associate professors (33%). Equal proportions of full-time Hispanic faculty were associate and assistant professors in 1989-90 (34%). Asian faculty had a slightly different distribution in that they were almost equally likely to be full professors and assistant professors (38% and 39%). American Indians represented less than 1% of graduate faculty and were most often found as associate (63%) or full professors (25%). Over half of white faculty were full professors.

Tenure patterns vary slightly by race/ethnicity such that just over three fourths of white faculty, less than half (44%) of African-American faculty, almost 61% of Hispanic faculty, 57% of Asian faculty and 75% of American Indian faculty were tenured in 1989-90. With the exception of African-American faculty, less than 5% of faculty in each of the other racial/ethnic minority groups were not in tenure-track positions.

Minority representation on graduate psychology faculties has shown little improvement in the last ten years. In 1980-81, 2% of all full professors, 6% of associate professors, 8% of assistant professors and 13% of lecturers/instructors were ethnic minorities (Stapp, 1981). In comparison, in 1989-90, the corresponding percentages were 3%, 7%, 12% and 15%. Although there has been slight improvement in the numbers of ethnic minorities receiving doctorates in psychology, this group remains quite small and in 1990 represented only 11% of all new Ph.D.s (National Research Council, 1990). The pool from which to recruit faculty is further reduced in that not all new doctorates wish to pursue academic careers; in fact, the proportion doing so has been declining over the last decade.

In 1989-90, minorities comprised 12% of all new appointments to full-time faculties, down about one percentage point from the previous year. Minorities comprised 5% of all new full-time faculty appointments at the level of full professor, 13% of those made at the level of associate professor, 14% made to the assistant professor level and 12% of those appointed at the level of lecturer/instructor.

With the exception of full professors, these percentages exceeded the representation of ethnic minorities in the population of graduate faculty (6%) and were only slightly higher than the percentage of new Ph.D. recipients in psychology who were ethnic minorities in 1989 (11%).

GRADUATE STUDENT SUPPORT

Each year the annual departmental survey requests data on graduate student support. Student financial support is one indicator of the general health of graduate education and provides an indication of the value society places on a field of inquiry in terms of its perception that future researchers and professionals are needed. It plays an important role by

attracting students, particularly ethnic minority students to a particular area and by reducing the time required to progress through a program and the costs involved in doing so.

As has been noted in past editions of this report, the types and availability of graduate student financial support have changed in the past decade. Federal support for graduate training in U.S. institutions has eroded in all fields, including psychology (NSF, 1990). For example, looking at 1977 Ph.D. recipients in psychology, 29% of those in clinical, counseling, or school psychology and 22% of those in the remaining subfields reported that federal fellowships and traineeships provided the major support for their graduate training. However, the corresponding proportions of 1986 Ph.D. recipients who primarily relied on federal support were only 6% and 8% (Coyle and Bae, 1987). Reviewing sources of support for full-time graduate students in psychology in 1980 and again in 1988, data indicate that the proportion of students with federal support declined from 13% to 7% while the students with institutional support increased from 32% to 39%. Almost half of the full-time graduate students in both 1980 and 1988 were relying on self support.

Data from the 1989 Doctorate Employment Survey (APA, 1991) with respect to all sources of support while in graduate school are informative. Highlighting the increased importance of personal sources of support, fully 95% of the new doctorates responded that they had relied on personal resources (own, spouse's, family) at some point during their graduate education. University related support was used by over 2/3 of the respondents. On the other hand, federal funds (fellowships, traineeships and assistantships) were used by only one fifth of the new doctorates. This is a decrease from 1985, when one third of the new doctorates indicated that they had obtained federal funds. Data on the primary source of support relied on by graduate students offer further clarification. More than one third of all 1989 doctorates primarily relied on personal sources, a little over one tenth primarily used student loans, just under one fifth used university sources. Only 6% of the new doctorates primarily depended on federal sources for financial support while in graduate school.

One of the consequences of these shifts is that the levels of indebtedness of new graduates are bound to rise. In 1989, over two thirds of the new graduates indicated some level of debt, with the largest proportion indicating levels of debt between $10,000 and $20,000. The service provider fields were more likely than the traditional research/academic fields to report any debt and, of these, clinical psychology graduates reported the highest levels. This finding is logical given the fact that graduates in the health service provider areas were substantially less likely to have received federal fellowships or research/training grants. This large difference also may be a function of a smaller pool of federal funds available to psychology graduate students who are specializing in the health service areas. A second consequence of

the shifts is that departments and universities are facing an increasing demand for financial support, during a time when resources available to educational institutions for assistantships, salaries and capital investments have been shrinking.

Patterns of Support for Graduate Training in Psychology

It is difficult to obtain precise information on graduate student support in psychology for several reasons. Each of the existing major data bases has certain strengths and weaknesses. For example, the Survey of Doctoral Recipients conducted by the National Research Council has the major advantages of an extremely high response rate and a focus on both primary source and multiple sources of support. At the same time, however, it relies on self-reported information from new doctorates, and individuals may not always remember or even know the exact sources or types of funding they received throughout their graduate study. Also, the survey's coverage is restricted to Ph.D. recipients and thus excludes graduates of Psy.D., Ed.D., and master's programs in psychology.

Data on students enrolled in both Ph.D. and master's programs are collected by the National Science Foundation's Survey of Graduate Science and Engineering Students and Postdoctorates. Rather than focusing on graduates, the survey requests data from institutions on their current full- and part-time graduate student population. However, only one source of support can be reported for a student and no clear distinction is made between master's and doctoral students. Further, in both surveys, data on levels and/or amounts of support are lacking.

So as to partially correct these problems, the 1989-90 Survey of Graduate Departments of Psychology queried department chairs about the numbers of students in their doctoral and master's programs who were receiving some support (financial aid that helps with the cost of tuition, or a stipend), or no support at all. Information also was collected on current stipend levels paid by assistantships, fellowships, and traineeships. It should be noted, however, that the figures reported in the following tables focus only on traditional mechanisms of financial support provided by the institution; self-support (e.g., loans and employment) was not examined.

U.S. Graduate departments of psychology. Table 9 presents data on the percentage of full- and part-time doctoral and master's students receiving some or no support for their graduate training. As in past surveys, full-time doctoral students were more likely to receive support than were part-time doctoral and full- or part-time master's students.

Table 9 indicates that a little over 60% of full-time doctoral students received some support, compared to just over 10% of part-time doctoral students. In U.S. graduate departments, a higher proportion of full-time doctoral students in public institutions received some support when compared with their counterparts in private institutions (68% vs. 48%, respectively).

Table 9

Percentage of Full-time and Part-time Students Supported in U.S. and Canadian Graduate Departments of Psychology: 1989-90

Level of support	All U.S. Departments			Canadian Departments
	Public	Private	All	
Full-time Doctoral Students				
Full-time students with support	68%	48%	61%	84%
Full-time students with no support	32%	52%	39%	16%
Total full-time doctoral students reported by departments:	12,959	7,241	20,200	1,012
Number of departments reporting:	178	93	271	17
Part-time Doctoral Students				
Part-time students with support	9%	12%	10%	7%
Part-time students with no support	91%	88%	90%	93%
Total part-time doctoral students reported by departments:	1,422	1,281	2,703	42
Number of departments reporting:	73	33	106	4
Full-time Master's Students				
Full-time students with support	29%	27%	29%	94%
Full-time students with no support	71%	73%	71%	6%
Total full-time master's students reported by departments:	6,895	3,837	10,732	459
Number of departments reporting:	187	83	270	15
Part-time Master's Students				
Part-time students with support	5%	8%	6%	4%
Part-time students with no support	95%	92%	94%	96%
Total part-time master's students reported by departments:	5,259	2,655	7,914	55
Number of departments reporting:	149	65	214	8

Source: 1989-90 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding.

At the master's level, the picture is even less encouraging, with 29% of full-time master's students receiving some financial support in 1989-90. Among part-time master's students, the proportion receiving some support drops even more, to 6%. In contrast to previous years, there is no significant or substantive difference at the master's level between public and private institutions with respect to the proportions receiving support.

The lower percentage receiving support at the master's and part-time statuses has negative implications for students at this level, since they are forced to rely on personal sources of support and loans, which results in greater debt at graduation and a longer time to degree.

Table 10 contains information on the proportions of departments who provided support to full-time doctoral and master's students. As was true last year, the largest percentage of departments supported between 76-99% of their students. The median percentage of graduate students at the doctoral level provided any support by a department was 71%. This percent has dropped slightly while the proportion of departments providing any support for 100% of their students also has declined. Departments in public institutions were somewhat more apt to offer support to their graduate students than were departments in private institutions. Seventy-six percent of departments in public institutions provided support to over half of their full-time doctoral students compared to 53% of departments in private settings. It appears that the percent of students receiving support has fallen substantially among departments in private settings in the last year.

Master's students did not fare as well as doctoral students with respect to financial support. A larger proportion of departments did not support any of their master's students compared to none of the departments who stated that they supported none of their doctoral students. The median percent of master's students receiving any support was 34% in comparison with 71% among doctoral students, a difference of 37% points. Just over one third of the departments offered support to more than half of their master's students, while for doctoral students this proportion was 68% of departments. As was true for doctoral students, departments in public institutions were more likely than those in private settings to provide support for larger proportions of their master's students. Over a third of programs in public settings supported over half of their master's students compared to less than a third of those programs in private settings.

Table 11 indicates support practices at the graduate level by type of department. Although it has slipped somewhat in the past year, the largest percentage of students was supported by departments of psychology. This is the case at both the master's and doctoral levels.

Psychology departments were followed by counseling and educational psychology departments at the doctoral level. Although showing some improvement, departments in professional schools were least likely to support their students.

Table 10

Departmental Practices for Supporting Full-time Students in U.S. and Canadian Graduate Departments of Psychology: 1989-90

Departmental practice	All U.S. Departments			Canadian Departments
	Public	Private	All	
Doctoral Students				
Percentage of departments providing any support (full or partial) for:				
None of their students	0	0	0	0
1-25% of their students	6	22	11	0
26-50% of their students	18	24	21	6
51-75% of their students	26	22	25	6
76-99% of their students	35	21	30	47
100% of their students	15	10	13	41
Percentage of students fully or partially supported by a department				
Median	75	53	71	88
Q1	52	31	43	79
Q3	88	81	86	100
Number of departments reporting:	178	94	272	17
Master's Students				
Percentage of departments providing any support (full or partial) for:				
None of their students	9	14	11	0
1-25% of their students	31	32	32	0
26-50% of their students	21	23	22	0
51-75% of their students	19	10	16	0
76-99% of their students	11	6	10	47
100% of their students	8	16	10	53
Percentage of students fully or partially supported by a department:				
Median	36	33	34	100
Q1	12	8	11	89
Q3	70	71	71	100
Number of departments reporting:	185	84	269	15

Source: 1989-90 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

Table 11

Departmental Practices for Supporting Full-time Students in U.S. Graduate Departments of Psychology by Type of Department: 1989-90

Departmental practice	Type of Department				
	Psychology %	Educational %	Counseling %	Professional %	Other[a] %
Doctoral Students					
Percentage of departments providing any support (full or partial) for:					
None of their students	0	0	0	0	0
1-25% of their students	6	24	13	48	3
26-50% of their students	14	43	20	30	31
51-75% of their students	28	14	37	17	13
76-99% of their students	37	14	17	4	34
100% of their students	14	5	13	0	19
Percentage of students fully or partially supported by a department:					
Median	77	40	67	27	82
Q1	57	26	40	13	45
Q3	89	60	80	50	93
Number of departments reporting:	166	21	30	23	32
Master's Students					
Percentage of departments providing any support (full or partial) for:					
None of their students	11	17	10	11	6
1-25% of their students	26	39	44	89	26
26-50% of their students	21	22	26	0	26
51-75% of their students	19	17	10	0	12
76-99% of their students	12	6	5	0	6
100% of their students	11	0	5	0	24
Percentage of students fully or partially supported by a department:					
Median	44	13	24	16	40
Q1	14	3	7	8	20
Q3	73	47	40	17	82
Number of departments reporting:	169	18	39	9	34

Source: 1989-90 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

[a] Included in this category are Human Development, School Psychology, Education, and other departments.

Again, master's students were less likely than doctoral students to receive support, regardless of department type. Eighty-nine percent of professional schools supported a quarter or fewer master's students, which is not surprising given their emphasis on preparation for the doctorate.

Canadian graduate departments of psychology. Tables 9 and 10 also contain information on the patterns of support in Canadian graduate departments of psychology in 1989-90. Eighty-four percent of full-time doctoral students and 94% of full-time master's students received support at some level. These proportions are higher than those reported in U.S. graduate departments, particularly for master's students.

Ninety-four percent of Canadian departments provided some support to more than half of their doctoral students. The median percentage of students receiving support was 88%. The situation for full-time master's students also was positive in Canadian departments with all departments supporting over half of their full-time master's students. Here, the median percentage of students receiving support was 100%.

Graduate Student Stipends

Information on medians and quartiles for graduate student stipends in U.S. graduate departments is presented in Table 12. The data are presented separately for type of student (doctoral vs. master's) and year in the program. Data are not presented for Canadian departments due to an insufficient number of responses.

As might be expected, stipends differed depending upon the level of study, with doctoral-level students receiving higher stipends than those paid to master's students. Differences also were noted by year of study such that most levels of support increased after the first year. In general, stipends have been increased somewhat from last year, 1988-89.

Financial Aid and Recruiting Students

Availability of financial aid continues to play an important part in a department's ability to attract students. Given the current period of competition for students, particularly members of minority groups, and in light of a shrinking pool from which to recruit, it is likely that this factor has assumed even greater importance.

Table 13 provides data on the most "attractive" financial support package (in terms of dollar worth) that was offered to an individual being recruited by a department in the Spring of 1989. Typically, the packages include both tuition and stipend and were larger for applicants to doctoral programs as compared to master's programs. The packages were larger for private institutions which do tend to charge higher tuition fees. Finally, packages offered to master's students by doctoral departments tended to be larger than those offered by master's departments.

Table 12

Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology: 1989-90

Category of Support	Doctoral Students			Master's Students	
	First Year Student	Intermediate	Dissertation Year	First Year Student	Beyond First Year
Teaching assistantship					
9-month					
Median:	$7,200	$7,400	$7,560	$5,367	$5,600
Q1:	$6,000	$6,200	$6,400	$4,200	$4,224
Q3:	$8,702	$8,857	$9,500	$7,187	$7,425
N:	206	211	167	142	141
12-month					
Median:	$9,731	$9,231	$9,723	$7,813	7,813
Q1:	$7,208	7,029	$7,114	$6,225	7,082
Q3:	$11,443	$11,497	$11,508	$11,280	11,708
N:	28	33	26	10	10
Research assistantship					
9-month					
Median:	$7,155	$7,530	$7,560	$5,367	$5,550
Q1:	$6,000	$6,190	$6,200	$4,000	$4,017
Q3:	$8,500	$9,000	$9,354	$7,350	$7,383
N:	183	174	137	134	124
12-month					
Median:	$10,120	$10,546	$10,800	$6,900	$7,313
Q1:	$7,200	$7,647	$7,920	$4,163	$6,450
Q3:	$12,567	$12,978	$12,360	$10,230	$11,153
N:	45	43	35	12	10
Fellowship					
9-month					
Median:	$8,000	$7,650	$7,600	$5,000	$5,000
Q1:	$6,000	$6,000	$6,000	$3,525	$3,600
Q3:	$9,115	$9,143	$9,000	$7,393	$7,623
N:	124	110	90	44	37
12-month					
Median:	$9,000	9,000	$9,250	a	a
Q1:	$7,375	$7,830	$7,830	a	a
Q3:	$10,000	$10,060	$10,500	a	a
N:	45	43	43	6	3

Source: 1989-90 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The Ns noted refer to the number of U.S. departments reporting this category of support. All figures for teaching and research assistantships have been adjusted to reflect assistantships that expect the student to spend 20 hours/week in his/her assistantship.

[a]No figures are reported due to the small number of respondents.

Table 13

Estimated Dollar Value of Most Attractive Financial Support Package Offered to an Incoming Graduate Student by U.S. Graduate Departments of Psychology to an Applicant who was Accepted: 1989-90

	Type of Institution		
	Public	Private	All
Doctoral Students			
Estimated worth of total financial support package:			
Tuition and stipend			
Median:	$12,300	$16,500	$13,100
Q1:	9,656	11,910	10,633
Q3:	14,220	20,810	16,500
N:	93	57	150
Tuition, stipend and other type of support			
Median:	$13,490	$18,430	$14,003
Q1:	12,000	11,380	11,971
Q3:	17,270	23,250	18,690
N:	59	14	73
Master's Students			
By U.S. Doctoral Departments			
Estimated worth of total financial support package:			
Tuition and stipend			
Median:	$9,522	a	$10,057
Q1:	7,331	a	7,500
Q3:	11,625	a	11,758
N:	38	9	47
By U.S. Master's Departments			
Estimated worth of total financial support package:			
Tuition and stipend			
Median:	$6,050	$11,237	$7,065
Q1:	4,872	8,830	5,392
Q3:	7,982	12,622	9,441
N:	48	20	68

Source: 1989-90 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

[a] Insufficient data to generate summary statistics.

The median worth of packages offered to doctoral students rose only slightly from last year (8%), most of this occurred in departments in public institutions. Packages offered to master's students also increased. Master's students in doctoral departments were offered packages 23% higher than last year with almost all of the increase occurring in doctoral departments in public institutions. Conversely, master's departments in private settings reported substantially higher packages than last year, which contributed to an overall increase of 15% in the worth of packages offered to master's students by master's departments.

GRADUATE STUDENT ENROLLMENTS

Tables 14 through 19 include data on full-time graduate student enrollments by degree level, major subfield, department type and year in the program for U.S. graduate departments in 1989-90. Tables 20 and 21 present data on the enrollment of graduate students in Canadian graduate departments of psychology by major subfield, full- and part-time status and degree level.

Current Enrollment in U.S. Graduate Departments of Psychology

Doctoral enrollments. Just under two thirds of all full-time doctoral students were enrolled in departments in public settings in 1989-90. The majority of full-time doctoral students (56%) were receiving training in the health service provider subfields (e.g., clinical, counseling, school and other subfields which train students to provide health/mental health services).

Table 15 indicates that students in departments in public settings were almost evenly split between the health service provider subfields and the other subfields in psychology. This was not true for departments in private institutions. Almost three quarters of the students in these settings were enrolled in the health service provider areas. The inclusion of professional schools in this category contributes heavily to the large representation in the health service subfields. There were few students located in other psychological subfields and in fields outside psychology in comparison to their representation in these fields in departments in the public settings (21% vs. 41%).

Master's enrollments. Tables 17, 18 and 19 present data on the enrollment of full-time master's students in graduate departments of psychology by subfield, year in program and department type.

Just under two thirds of full-time master's students were located in public colleges or universities in 1989-90. This is somewhat less than in 1988-89. The decline is most likely due to a larger response rate from private departments with the result that reported enrollments in private institutions climbed. In fact, 4% more departments in public settings compared to 11% more departments in private settings responded in 1989-90 as compared to 1988-89.

Table 14

Major Subfield Area of Doctoral Students Enrolled Full Time in All U.S. Departments by Year in Program: 1989-90

Major Subfield Grouping	Year in Program: First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	2,335	8,966	302	11,603
Row %	20	77	3	100
Column %	55	57	34	56
Other Subfields in Psychology:[b]	1,464	4,953	277	6,694
Row %	22	74	4	100
Column %	34	31	31	32
Other Fields:[c]	111	275	64	450
Row %	25	61	14	100
Column %	3	2	7	2
Not Specified:	359	1,539	241	2,139
Row %	17	72	11	100
Column %	8	10	27	10
Total:	4,269	15,733	884	20,886
Row %	20	75	4	100
Column %	100	100	100	100

Note. These data are based on information provided by 282 departments that responded to the 1989-90 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs.

[a] This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b] Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c] Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

* Less than 1.

Table 15

Major Subfield Area of Doctoral Students Enrolled Full Time in U.S. Public Departments by Year in Program: 1989-90

Major Subfield Grouping	Year in Program: First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	1,162	4,909	174	6,245
Row %	19	77	3	100
Column %	44	49	26	46
Other Subfields in Psychology:[b]	1,107	3,818	237	5,162
Row %	21	74	5	100
Column %	42	38	35	38
Other Fields:[c]	106	331	0	437
Row %	24	76	0	100
Column %	4	3	0	3
Not Specified:	270	1,063	265	1,598
Row %	17	67	17	100
Column %	10	11	39	12
Total:	2,645	10,121	676	13,442
Row %	20	75	5	100
Column %	100	100	100	100

Note. These data are based on information provided by 186 departments that responded to the 1989-90 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs.

[a] This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b] Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c] Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

* Less than 1.

Table 16

Major Subfield Area of Doctoral Students Enrolled Full Time in U.S. Private Departments by Year in Program: 1989-90

Major Subfield Grouping	Year in Program: First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	1,173	4,057	128	5,358
Row %	22	76	2	100
Column %	72	72	62	72
Other Subfields in Psychology:[b]	357	1,135	40	1,532
Row %	23	74	3	100
Column %	22	20	19	21
Other Fields:[c]	5	8	0	13
Row %	38	62	0	100
Column %	*	*	0	*
Not Specified:	89	412	40	541
Row %	16	76	7	100
Column %	5	7	19	7
Total:	1,624	5,612	208	7,444
Row %	22	75	3	100
Colum %	100	100	100	100

Note. These data are based on information provided by 96 departments that responded to the 1989-90 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

*Less than 1.

Table 17

Major Subfield Area of Master's Students Enrolled Full Time in All U.S. Departments by Year in Program: 1989-90

Major Subfield Grouping	Year in Program: First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	3,103	3,522	939	7,564
Row %	41	46	12	100
Column %	64	65	71	65
Other Subfields in Psychology:[b]	1,247	1,362	65	2,674
Row %	47	51	2	100
Column %	26	25	5	23
Other Fields:[c]	146	184	96	426
Row %	34	43	23	100
Column %	3	3	7	4
Not Specified:	361	360	228	949
Row %	38	38	24	100
Column %	7	7	17	8
Total:	4,857	5,428	1,328	11,613
Row %	42	47	11	100
Column %	100	100	100	100

Note. These data are based on information provided by 278 departments that responded to the 1989-90 Survey of Graduate Departments in Psychology and that reported full-time master's students in psychology programs.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

* Less than 1.

Table 18

Major Subfield Area of Master's Students Enrolled Full Time in U.S. Public Departments by Year in Program: 1989-90

Major Subfield Grouping	Year in Program: First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	1,921	2,112	147	4,180
Row %	46	51	4	100
Column %	57	57	29	55
Other Subfields in Psychology:[b]	985	111	45	2,141
Row %	46	52	2	100
Column %	29	30	9	28
Other Fields:[c]	132	184	96	412
Row %	32	45	23	100
Column %	4	5	19	5
Not Specified:	318	284	215	817
Row %	39	35	26	100
Column %	9	8	43	11
Total:	3,356	3,691	503	7,550
Row %	44	49	7	100
Column %	100	100	100	100

Note. These data are based on information provided by 191 departments that responded to the 1989-90 Survey of Graduate Departments in Psychology and that reported full-time master's students in psychology programs.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

* Less than 1.

Table 19

Major Subfield Area of Master's Students Enrolled
Full Time in U.S. Private Departments by Year in Program: 1989-90

Major Subfield Grouping	Year in Program			
	First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	1,182	1,410	792	3,384
Row %	35	42	23	100
Column %	79	81	96	83
Other Subfields in Psychology:[b]	262	251	20	533
Row %	49	47	4	100
Column %	17	14	2	13
Other Fields:[c]	14	0	0	14
Row %	100	0	0	100
Column %	1	0	0	*
Not Specified:	43	76	13	132
Row %	33	58	10	100
Column %	3	4	2	3
Total:	1,501	1,737	825	4,063
Row %	37	43	20	100
Column %	100	100	100	100

Note. These data are based on information provided by 87 departments that responded to the 1989-90 Survey of Graduate Departments in Psychology and that reported full-time master's students in psychology programs.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

*Less than 1.

The majority of master's students are enrolled in health service provider subfields (65%) and this is particularly true for those students in private settings (83%). This concentration in health service provider subfields in private settings was strongest for master's students but was also noted among doctoral-level students.

Current Enrollments in Canadian Departments of Psychology

Data on Canadian graduate students are presented in Tables 20 and 21. There was no concentration of Canadian students in the health service provider subfields at the doctoral-level. In fact, students were almost evenly split between the two major subfield types.

Data at the master's level indicated that the majority of students were not enrolled in health service provider subfields (61%).

Table 20

Major Subfield Area of Doctoral Students Enrolled Full Time in All Canadian Departments by Year in Program: 1989-90

Major Subfield Grouping	Year in Program: First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	84	395	0	479
Row %	17	82	0	100
Column %	47	51	0	47
Other Subfields in Psychology:[b]	81	327	55	463
Row %	17	71	12	100
Column %	45	42	100	46
Other Fields:[c]	0	0	0	0
Row %	0	0	0	0
Column %	0	0	0	0
Not Specified:	15	55	0	70
Row %	21	79	0	100
Column %	8	7	0	7
Total:	180	777	55	1,012
Row %	18	77	5	100
Column %	100	100	100	100

Note. These data are based on information provided by 17 departments that responded to the 1989-90 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs.

[a] This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b] Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c] Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

* Less than 1.

Table 21

Major Subfield Area of Master's Students Enrolled Full Time in All Canadian Departments by Year in Program: 1989-90

Major Subfield Grouping	Year in Program: First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	124	127	0	251
Row %	49	51	0	100
Column %	43	35	0	38
Other Subfields in Psychology:[b]	138	178	0	316
Row %	43	56	0	100
Column %	47	49	0	48
Other Fields:[c]	0	0	0	0
Row %	0	0	0	100
Column %	0	0	0	0
Not Specified:	29	57	0	86
Row %	34	66	0	100
Column %	10	16	0	13
Total:	291	362	0	653
Row %	45	55	0	100
Column %	100	100	100	100

Note. These data are based on information provided by 17 departments that responded to the 1989-90 Survey of Graduate Departments in Psychology and that reported full-time master's students in psychology programs.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

* Less than 1.

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APPENDIX A

Copy of the 1989-90 Survey of Graduate Departments of Psychology

American Psychological Association
Council of Graduate Departments of Psychology

1989-90 SURVEY OF GRADUATE DEPARTMENTS OF PSYCHOLOGY

Directions:

- The following items request information on your graduate students, faculty, and various departmental activities. Throughout the survey, the term "departments" is used, although we recognize that this term may not accurately denote your unit. For example, the appropriate term might be "division", "program", or "school". For ease of question wording and readability, "department" has been used to refer to all units which house graduate psychology programs. Similarly, the term "department chair" is used to identify those individuals who have chief administrative responsibility for the programs, although his/her actual title may be different (e.g., "department head" or "dean").

- Some questions in the survey ask that you provide information for major subfield groupings. These are defined as follows:

  Health service provider subfields: Include programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

  Other subfields in psychology: Include programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also include programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

  Other fields: Include those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

- Please answer each question as best you can. Feel free to write an explanation in the margin or on the back of the page. If you have questions, call Jessica Kohout or Marlene Wicherski COLLECT at (202) 955-7680.

- All data you provide are strictly confidential and will be reported in aggregate form only.

- Complete **AS SOON AS POSSIBLE** and return in the self-addressed, business-reply envelope to:

Demographic, Employment, and Educational Research
American Psychological Association
1200 Seventeenth Street N.W.
Washington, D.C. 20036

I. DEPARTMENTAL CHARACTERISTICS

Q-1 In what type of college/school is your department housed? (Check ONE)

( ) 1. A COLLEGE/SCHOOL OF ARTS AND SCIENCES WITHIN A UNIVERSITY/COLLEGE.
( ) 2. A COLLEGE/SCHOOL OF EDUCATION WITHIN A UNIVERSITY/COLLEGE.
( ) 3. A COLLEGE/SCHOOL OF MEDICINE WITHIN A UNIVERSITY/HEALTH SCIENCES CENTER.
( ) 4. A SEPARATE SCHOOL OF PSYCHOLOGY WITHIN A UNIVERSITY/COLLEGE.
( ) 5. OTHER TYPE OF COLLEGE/SCHOOL WITHIN A UNIVERSITY/COLLEGE. (Specify):_____
( ) 6. A FREE-STANDING SCHOOL OF PSYCHOLOGY.
( ) 7. OTHER, NOT MENTIONED ABOVE. (Specify): _____

Q-2 Indicate **ALL** types of graduate degree programs currently in your department. If you check "Yes" to a degree category, report the number of degrees awarded by your department in 1988-89 (between between July 1, 1988 and June 30, 1989).

TYPE OF DEGREE	AWARDED BY DEPARTMENT Yes	No	NUMBER OF DEGREES AWARDED IN 1988-89
PhD	( )	( )	
PsyD	( )	( )	
EdD	( )	( )	
Master's degree (awarded to students enrolled in doctoral progrrams)	( )	( )	
Master's degree (awarded as terminal degree)	( )	( )	
Other degree not mentioned above, e.g., RhD, respecialization diploma, etc. (specify): _____	( )	( )	

Q-3 **(FOR DEPARTMENTS WITH DOCTORAL PROGRAMS):** Does your department have psychology programs that admit students seeking only a master's degree?

( ) 1. YES, students are admitted to a master's program that does **NOT** lead to a doctoral degree from the department (e.g., terminal degrees are master's or doctoral degrees).
( ) 2. NO, students are admitted **ONLY** to doctoral programs (e.g., terminal degree is doctorate only, no master's awarded as terminal degree).

Q- 4 Is your department on an eight, nine, ten, eleven or twelve-month academic year?

( ) 8-Month
( ) 9-Month
( ) 10-Month
( ) 11-Month
( ) 12-Month

Q-5 Is your department on a semester, trimester, quarter or other system?

( ) Semester
( ) Trimester
( ) Quarter
( ) Other (please specify):_____

Q-6 The next question focusses on the fields in which your department offers training and the specific subfields (specialties) that are subsumed under these fields. In the spaces below, please indicate the fields and subfields in which your department offers training. If you need more space, please copy this page and continue.

Example:
Field: Clinical
Subfield: Child clinical
Subfield: Clinical community

Example:
Field: Developmental
Subfield: Cognitive
Subfield: Personality

Field: _____
Subfield: _____
Subfield: _____

Field: _____
Subfield: _____
Subfield: _____

Field: _____
Subfield: _____
Subfield: _____

Field: _____
Subfield: _____
Subfield: _____

Q-7 In the spaces below, list any new fields or subfields that you are considering adding to those already offered by the department.

Field: _____
Subfield: _____
Subfield: _____

Field: _____
Subfield: _____
Subfield: _____

Field: _____
Subfield: _____
Subfield: _____

Q-8 Does your department award baccalaureate degrees in psychology?

( ) 1. YES — How many baccalaureate degrees were awarded in 1988-89 (between July 1, 1988 and June 30, 1989)? . . . . . ☐

( ) 2. NO

II. STUDENTS ENROLLED IN DOCTORAL PROGRAMS

In this section, we are asking for information about students enrolled in your doctoral programs. Unless otherwise indicated, the questions pertain to **DOCTORAL STUDENTS ENROLLED AS OF FALL 1989.**

Q-9 Does your department have students **CURRENTLY** enrolled in its doctoral programs?

( ) 1. YES
( ) 2. NO . . . . . **(Skip to Question 19)**

Q-10 How many students are enrolled **FULL TIME** in your doctoral programs? (Be sure to include students away on predoctoral internships and students advanced to candidacy in this total.) . . . . . ☐

(If you have no full-time doctoral students, skip to Question 16)

IIA. CHARACTERISTICS OF FULL-TIME DOCTORAL STUDENTS

Q-11 Please indicate the number of **FULL-TIME** students enrolled in your doctoral programs **AS OF FALL 1989** by year of study (first year vs. beyond first year) and by major subfield grouping.

(NOTE. REFER TO THE DIRECTIONS ON THE COVER PAGE OF THIS SURVEY FOR THE SUBFIELDS INCLUDED IN EACH MAJOR GROUPING.)

If it is not possible to report full-time doctoral students by major subfield grouping, please provide the **TOTAL** numbers of full-time, first-year students and those beyond their first year of study.

	YEAR IN PROGRAM		
	First Year	Beyond First Year	Total
a. Health service provider subfields	☐	☐	☐
b. Other subfields in psychology	☐	☐	☐
c. Other fields	☐	☐	☐
TOTAL, ALL SUBFIELDS	☐	☐	☐

(This total should agree with the total reported in Question 10)

IIB. FINANCIAL SUPPORT FOR FULL-TIME DOCTORAL STUDENTS

Questions 12-15 deal with financial support for **FULL-TIME DOCTORAL** students. They pertain to those traditional mechanisms of support **IN WHICH THE DEPARTMENT PLAYS SOME ROLE** (e.g., nominates students for university fellowships, awards teaching/research assistantships, or awards traineeships funded by a federal training grant). In answering these questions, federal and family loans, along with stipends paid by predoctoral internship training sites, **SHOULD NOT BE CONSIDERED.**

Q-12 To the best of your knowledge, how many **FULL-TIME** doctoral students in your program currently receive:

a. Some level of support (e.g., tuition waiver/reduction, fellowship, or assistantship) ☐

b. No support ☐

TOTAL NUMBER OF FULL-TIME DOCTORAL STUDENTS ☐

(This total should agree with the total reported in Question 10)

Q-13 Please indicate the amount **TYPICALLY** paid to a **FULL-TIME** doctoral student in your program for each of the mechanisms of support listed below. Do **NOT** include in these amounts any direct or indirect payment of tuition or tuition waiver. Report the **TOTAL ANNUAL** amount for 9-10 months or 11-12 months, depending on which is appropriate for your program.

Then, please **CHECK** whether the mechanism of support typically includes tuition assistance that completely covers the cost of tuition for full-time study at your institution. This tuition assistance can be direct or indirect payment of tuition, tuition waiver, etc.

	First Year			Intermediate Years			Dissertation Year		
Mechanism of Support	Stipend Amount (in $)	Tuition Fully Covered Yes	No	Stipend Amount (in $)	Tuition Fully Covered Yes	No	Stipend Amount (in $)	Tuition Fully Covered Yes	No
Teaching Assistantship									
9-10-month	$	( )	( )	$	( )	( )	$	( )	( )
11-12-month	$	( )	( )	$	( )	( )	$	( )	( )
Research Assistantship									
9-10-month	$	( )	( )	$	( )	( )	$	( )	( )
11-12-month	$	( )	( )	$	( )	( )	$	( )	( )
Fellowship									
9-10-month	$	( )	( )	$	( )	( )	$	( )	( )
11-12-month	$	( )	( )	$	( )	( )	$	( )	( )

Q-14 We are trying to obtain a sense of the "comparability" of teaching and research assistantships across different institutions/departments. For example, a doctoral student enrolled full time may have a teaching assistantship in which he/she is expected to spend 20 hours per week in activities directly associated with this assistantship. **BASED ON THE STIPEND AMOUNTS FOR TEACHING AND RESEARCH ASSISTANTSHIPS WHICH YOU PROVIDED IN QUESTION 10,** what is the **TYPICAL** amount of time **(IN HOURS)** expected of a doctoral student who has a:

a. Teaching assistantship..... ☐ **hours per week**

OR

b. Research assistantship..... ☐ **hours per week**

Q-15 Indicate the **MOST ATTRACTIVE** (in terms of total dollar worth) financial aid "package" that you offered an individual student whom you had accepted into your **DOCTORAL** program this year, i.e., a student who would have entered your program in Fall 1989. Indicate the cost of any direct or in-direct tuition assistance, stipend, and any other form of financial aid (e.g, summer support, special scholarships, etc.). Do **NOT** include loans in this package.

TUITION ASSISTANCE		STIPEND		OTHER TYPE OF FINANCIAL SUPPORT		TOTAL AMOUNT OF FINANCIAL AID PACKAGE
$ ☐	+	$ ☐	+	$ ☐	=	$ ☐

IIC. CHARACTERISTICS OF PART-TIME DOCTORAL STUDENTS

Q-16 Does your department have students currently enrolled **PART TIME** in its doctoral programs? Do **NOT** include students who are predoctoral interns or who have been advanced to candidacy in this number.

( ) 1. YES
( ) 2. NO..... **(Skip to Question 19)**

Q-17 How many students are enrolled **PART TIME** in your doctoral programs? **(Do NOT include students advanced to candidacy in this total)** ☐

IID. FINANCIAL SUPPORT FOR PART-TIME DOCTORAL STUDENTS

Q-18 To the best of your knowledge, how many **PART-TIME** doctoral students in your program receive:

a. Some level of support (e.g., tuition waiver/reduction and/or stipend) ☐

b. No support ☐

TOTAL NUMBER OF PART-TIME DOCTORAL STUDENTS ☐

(This total should agree with the number reported in Question 17)

III. STUDENTS ENROLLED IN MASTER'S PROGRAMS

In this section, we are asking for information about students enrolled in your master's programs. Unless otherwise indicated, the questions pertain to **MASTER'S STUDENTS ENROLLED AS OF FALL 1989.** Do **NOT** include those students who are **ENROLLED IN DOCTORAL PROGRAMS BUT WORKING ON A MASTER'S DEGREE AS PART OF THE REQUIREMENTS FOR THE DOCTORATE.**

Q-19 Does your department have students in master's programs?

( ) 1. YES
( ) 2. NO - - - - - - - - -**(Skip to Page 9)**

Q-20 How many students are enrolled **FULL TIME** in your master's programs?. . . . . ☐

(If you have no full-time master's students, skip to Question 26)

IIIA. CHARACTERISTICS OF FULL-TIME MASTER'S STUDENTS

Q-21 Please indicate the number of **FULL-TIME** students enrolled in your master's programs **AS OF FALL 1989** by year of study (first year vs. beyond first year) and by subfield grouping.

(NOTE. REFER TO THE DIRECTIONS ON THE COVER PAGE OF THIS SURVEY FOR THE SUBFIELDS INCLUDED IN EACH MAJOR GROUPING.)

If it is not possible to report full-time master's students by major subfield grouping, please provide the **TOTAL** numbers of full-time, first-year students and those beyond their first year of study.

	YEAR IN PROGRAM		
	First Year	Beyond First Year	Total
a. Health service provider subfields	☐	☐	☐
b. Other subfields in psychology	☐	☐	☐
c. Other subfields	☐	☐	☐
TOTAL, ALL SUBFIELDS	☐	☐	☐

(This total should agree with the total reported in Question 20)

IIIB. FINANCIAL SUPPORT FOR FULL-TIME MASTER'S STUDENTS

Questions 22-25 deal with financial support for full-time master's students. They pertain to those traditional mechanisms of support **IN WHICH THE DEPARTMENT PLAYS SOME ROLE** (e.g., nominates students for university fellowships, awards teaching/research assistantships, or awards traineeships funded by a federal training grant). In answering these questions, such forms of financial support as federal and family loans **SHOULD NOT BE CONSIDERED.**

Q-22 To the best of your knowledge, how many **FULL-TIME** master's students in your program currently receive:

a. Some level of support (e.g., tuition waiver/reduction, fellowship, or assistantship) ☐

b. No support ☐

TOTAL NUMBER OF FULL-TIME MASTER'S STUDENTS ☐

(This total should agree with the total reported in Question 20)

Q-23 Please indicate the amount **TYPICALLY** paid to a **FULL-TIME** master's student in your program for each of the mechanisms of support listed below. Do **NOT** include in these amounts any direct or indirect payment of tuition or tuition waiver. Report the **TOTAL ANNUAL** amount for 9 -10 months or 11-12 months, depending on which is appropriate for your program.

Then, please **CHECK** whether the mechanism of support typically includes tuition assistance that completely covers the cost of tuition for full-time study at your institution. This tuition assistance can be direct or indirect payment of tuition, tuition waiver, etc.

	First Year		Beyond First Year	
Mechanism of Support	Stipend Amount (in $)	Tuition Fully Covered Yes No	Stipend Amount (in $)	Tuition Fully Covered Yes No
Teaching Assistantship				
9-10-month	$	( ) ( )	$	( ) ( )
11-12-month	$	( ) ( )	$	( ) ( )
Research Assistantship				
9-10-month	$	( ) ( )	$	( ) ( )
11-12-month	$	( ) ( )	$	( ) ( )
Fellowship				
9-10-month	$	( ) ( )	$	( ) ( )
11-12-month	$	( ) ( )	$	( ) ( )

Q-24 We are trying to obtain a sense of the "comparability" of teaching and research assistantships across different institutions/departments. For example, a master's student enrolled full time may have a teaching assistantship in which he/she is expected to spend 20 hours per week in activities directly associated with his assistantship. **BASED ON THE STIPEND AMOUNTS FOR TEACHING AND RESEARCH ASSISTANTSHIPS WHICH YOU PROVIDED IN QUESTION 19,** what is the **TYPICAL** amount of time **(IN HOURS)** expected of a master's student who has a:

a. Teaching assistantship. . . . . ☐ **hours per week**

b. Research assistantship. . . . . ☐ **hours per week**

Q-25 Indicate the **MOST ATTRACTIVE** (in terms of total dollar worth) financial aid "package" that you offered an individual student that you had accepted into your **MASTER'S** program this year, i.e., a student who would have entered your program in Fall 1989. Indicate the cost of any direct or in-direct tuition assistance, stipend, and any other form of financial aid (e.g., summer support, special scholarships, etc.). Do **NOT** include loans in this amount.

TUITION ASSISTANCE		STIPEND		OTHER TYPE OF FINANCIAL SUPPORT		TOTAL AMOUNT OF FINANCIAL AID PACKAGE
$	+	$	+	$	=	$

IIIC. CHARACTERISTICS OF PART-TIME MASTER'S STUDENTS

Q-26 Does your department have students currently enrolled **PART TIME** in its master's programs?

( ) 1. YES
( ) 2. NO. . . . . **(Skip to Page 9)**

Q-27 How many students are enrolled **PART TIME** in your master's programs?. . . . . ☐

IIID. FINANCIAL SUPPORT FOR PART-TIME MASTER'S STUDENTS

Q-28 To the best of your knowledge, how many **PART-TIME** master's students in your program receive:

a. Some level of support (e.g., tuition waiver/reduction and/or stipend) ☐

b. No support ☐

TOTAL NUMBER OF PART-TIME MASTER'S STUDENTS ☐

(This total should agree with the number reported in Question 27)

IV-VI. GRADUATE COURSES AND TRAINING IN PSYCHOPHARMACOLOGY, SUBSTANCE ABUSE, AND BASIC SCIENCE

Directions:

- The items in these sections request information on the courses and practica experiences in psychopharmacology, substance abuse, and basic science offered by/through your department at the master's and doctoral levels.

- In the following section (**IV.A-IV.K.**), questions are broken into categories by whether the courses are: 1). at the master's- or doctoral level; 2) concerned with psychopharmacology or substance abuse, and 3). concerned solely with didactic instruction in (**dedicated to**) psychopharmacology/substance abuse, or contain **substantive** psychopharmacological/substance abuse **content but are not dedicated to** either content area, (i. e., the instruction in psychopharmacology and/or substance abuse may be taught along with other material). We are interested in the following information on each course:

  - Course title - Please provide the actual name of the course.
  - Credit hours - What are the credit hours?
  - Format - Is the course a lecture, seminar or some other structure?
  - Total annual enrollment - On the average, what is the total annual enrollment in the course?
  - When offered - In which year of training is the course offered - 1st, 2nd, 3rd, 4th...?
  - How often offered - Is the course offered once or twice a year, or once every other year?
  - Are these **required** of graduate students in clinical, counseling, school, health, or applied developmental tracks or are they **electives** for students in any or all of these areas (please enter the appropriate track under **required** and **elective** on the following pages.
  - In what type of site is the training offered? (e.g., university psychology clinic, hospital, community mental health center, etc.)

- **Section V.** requests information on any **basic science** (e.g., a Biological Bases of Behavior course that contains material about the various neurotransmitter systems as they relate to neuropharmacology, a Psychopathology course, or a course in Physiology, or Pharmacology, etc.) courses offered to your graduate students in psychology which would be seen as part of preparation in psychopharmacology or substance abuse. We are asking for the same information as that requested in Section IV.

- **Section VI** asks for information about students' **practica** experiences in psychopharmacology and substance abuse for **doctoral** programs. We are interested in the following information:

  - Title - What is the title of the course/seminar/workshop/conference/round?
  - Format - How is the experience structured (e.g., is it seminar, workshop, case conferences, rounds, etc)?
  - Length - How long is this training (e.g., one day, a week, a weekend)? ,
  - Number of contact hours - How many actual hours of contact with the instructor/supervisor does the course represent?
  - When is the training offered in the practica process? Is the training offered in the 1st, 2nd, 3rd, 4th or other year?
  - How often is this training offered? Is this offered once a year, twice a year?
  - Are these **required** of graduate students in clinical, counseling, school, health, or applied developmental tracks or are they **electives** for students in any or all of these areas (please enter the appropriate track under **required** and **elective** on the following pages.
  - In what type of site is the training offered? (e.g., university psychology clinic, hospital, community mental health center, etc.)

IV.A. Do you offer a Ph.D. or a Psy.D. in clinical, counseling, school, health or applied developmental psychology? (Check ALL that apply).

( ) NO, NOT IN THE ABOVE AREAS
( ) YES, IN CLINICAL
( ) YES, IN COUNSELING
( ) YES, IN SCHOOL
( ) YES, IN HEALTH
( ) YES, IN APPLIED DEVELOPMENTAL

IV.B. **(FOR ALL DEPARTMENTS):** Do you currently offer courses/practica which are either dedicated to or substantively concerned with psychopharmacology or substance abuse?

( ) NO, WE DO NOT OFFER ANY COURSES /PRACTICA WHICH ADDRESS THESE ISSUES
(Stop here and return questionnaire in the enclosed envelope)

( ) YES, COURSES/PRACTICA ADDRESSING SUBSTANCE ABUSE
( ) YES, COURSES/PRACTICA ADDRESSING PSYCHOPHARMACOLOGY } **(If yes, continue with survey)**
( ) YES, COURSES/PRACTICA ADDRESSING BOTH AREAS

IV.C. What are the names and ranks of faculty members offering courses/practica in the areas of **psychopharmacology and/or substance abuse**? (Please fill in the names and check the appropriate ranks).

Name	Full Professor	Associate Professor	Assistant Professor	Lecturer/ Instructor

GRADUATE TRAINING IN PSYCHOPHARMACOLOGY AND SUBSTANCE ABUSE

IV. MASTER'S-LEVEL TRAINING - PSYCHOPHARMACOLOGY COURSES

IV.A. Courses **DEDICATED** to psychopharmacology

Course Title	Credit Hours	Format of Course	Total Annual Enrollment	Training Year Offered	How Often Offered	Required (specify tracks)	Elective (specify tracks)	Training Site

IV.B. Courses with **SUBSTANTIVE CONTENT** in psychopharmacology

Course Title	Credit Hours	Format of Course	Total Annual Enrollment	Training Year Offered	How Often Offered	Required (specify tracks)	Elective (specify tracks)	Training Site

IV. (continued) MASTER'S-LEVEL TRAINING - SUBSTANCE ABUSE COURSES

IV.C. Courses **DEDICATED** to substance abuse

Course Title	Credit Hours	Format of Course	Total Annual Enrollment	Training Year Offered	How Often Offered	Required (specify tracks)	Elective (specify tracks)	Training Site

IV.D. Courses with **SUBSTANTIVE CONTENT** in substance abuse

Course Title	Credit Hours	Format of Course	Total Annual Enrollment	Training Year Offered	How Often Offered	Required (specify tracks)	Elective (specify tracks)	Training Site

IV. DOCTORAL - LEVEL TRAINING - PSYCHOPHARMACOLOGY COURSES

IV.H. Courses DEDICATED to psychopharmacology

Course Title	Credit Hours	Format of Course	Total Annual Enrollment	Training Year Offered	How Often Offered	Required (specify tracks)	Elective (specify tracks)	Training Site

IV.I. Courses with SUBSTANTIVE CONTENT in psychopharmacology

Course Title	Credit Hours	Format of Course	Total Annual Enrollment	Training Year Offered	How Often Offered	Required (specify tracks)	Elective (specify tracks)	Training Site

IV. (continued) DOCTORAL - LEVEL TRAINING - SUBSTANCE ABUSE COURSES

IV.J. Courses DEDICATED to substance abuse

Course Title	Credit Hours	Format of Course	Total Annual Enrollment	Training Year Offered	How Often Offered	Required (specify tracks)	Elective (specify tracks)	Training Site

IV.K. Courses with SUBSTANTIVE CONTENT in substance abuse

Course Title	Credit Hours	Format of Course	Total Annual Enrollment	Training Year Offered	How Often Offered	Required (specify tracks)	Elective (specify tracks)	Training Site

V. MASTER'S LEVEL TRAINING- BASIC SCIENCE COURSES

V.E. Basic Science Courses

Course Title	Credit Hours	Format of Course	Total Annual Enrollment	Training Year Offered	How Often Offered	Required (specify tracks)	Elective (specify tracks)	Training Site

V. DOCTORAL - LEVEL TRAINING - BASIC SCIENCE COURSES

V.B. Basic Science Courses

Course Title	Credit Hours	Format of Course	Total Annual Enrollment	Training Year Offered	How Often Offered	Required (specify tracks)	Elective (specify tracks)	Training Site

VI. DOCTORAL PROGRAMS - PRACTICUM EXPERIENCES

VI.A. Please provide the title and other information about any seminars/workshops/rounds/conferences,etc. offered during **practica** which provide training in **psychopharmacology**.

Course Title	Credit Hours	Format of Course	Total Annual Enrollment	Training Year Offered	How Often Offered	Required (specify tracks)	Elective (specify tracks)	Training Site

VI.B. Does any of the training in **psychopharmacology** provided during **practica** focus on one or more of the following "age" groups during which students learn about issues specific to these age groups by means of examples tying together their training in psychological approaches to treatment with their training in psychopharmacology. (Check ALL that apply).

	Infants	Children	Adolescents	Adults	Elderly
Yes					
No					

CONTINUED

VI.C. Please provide the title and other information about any seminars/workshops/rounds/conferences/etc. offered during **practica** which provide training in **substance abuse.**

Course Title	Credit Hours	Format of Course	Total Annual Enrollment	Training Year Offered	How Often Offered	Required (specify tracks)	Elective (specify tracks)	Training Site

VI.B. Does any of the training in **substance abuse** provided during **practica** focus on one or more of the following "age" groups during which students learn about issues specific to these age groups by means of examples tying together their training in psychological approaches to treatment with their training in substance abuse. (Check ALL that apply).

	Infants	Children	Adolescents	Adults	Elderly
Yes					
No					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX B

Appendix Table B-1

Table B-1

Response Rates to the 1989-90 Survey of Graduate Departments of Psychology

	U.S. Departments					Canadian Departments		
	Doctoral		Master's		Total	Doctoral	Master's	Total
	Public	Private	Public	Private				
Number of departments in survey:[a]	238	131	151	72	592	27	6	33
N (%) responding:[b]	188 (79%)	95 (73%)	100 (66%)	50 (69%)	433 (73%)	17 (63%)	5 (83%)	22 (67%)
Department name:								
Psychology	135	69	124	50	378	24	6	30
	115 (85%)	56 (81%)	86 (69%)	39 (78%)	296 (78%)	16 (67%)	5 (83%)	21 (70%)
Educational psychology	32	7	2	0	41	2	0	2
	21 (66%)	3 (43%)	2 (100%)	-	26 (63%)	1 (50%)	-	1 (50%)
Counseling psychology/ Counselor education	29	13	14	10	66	0	0	0
	24 (83%)	9 (69%)	6 (43%)	6 (60%)	45 (68%)	-	-	-
Human development	14	4	1	1	20	0	0	0
	11 (79%)	3 (75%)	1 (100%)	1 (100%)	16 (80%)	-	-	-
Professional school	5	26	0	1	32	0	0	0
	5 (100%)	18 (69%)	-	0 (0%)	23 (72%)	-	-	-
Other[c]	23	12	10	10	55	1	0	1
	12 (52%)	6 (50%)	5 (50%)	4 (40%)	27 (49%)	0 (0%)	-	0 (0%)

Source: Part 2 of 1989-90 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

[a] This includes 625 departments listed in Graduate Study in Psychology and Associated Fields 1989.

[b] Refers to departments responding to the portion of the survey that addresses issues other than faculty salaries.

[c] This is a heterogeneous category that includes, for example, school psychology and interdisciplinary programs.

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